

Hendersonville Elementary

6089 Hendersonville Highway
Walterboro, South Carolina 29488

Grades	PK-5 Elementary School	
Enrollment	430 Students	
Principal	Mrs. Nancy Carter	843-844-2025
Superintendent	Charles W. Gale Jr.	843-549-5611
Board Chair	Mr. Miles Crosby	843-549-5715

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	45	71	15

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Good	No
2005	Below Average	Unsatisfactory	Yes

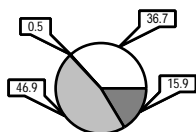
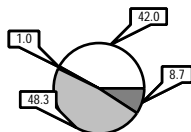
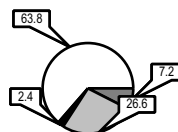
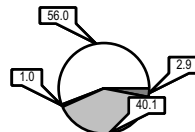
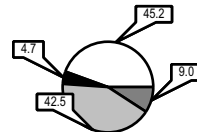
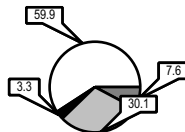
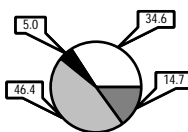
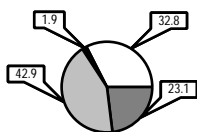
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	224	99.6	36.0	47.7	15.4	0.9	26.6	Yes	Yes
Gender									
Male	112	100.0	44.5	43.6	11.8	0.0	19.1		
Female	112	99.1	26.9	51.9	19.2	1.9	34.6		
Racial/Ethnic Group									
White	55	98.2	24.0	50.0	24.0	2.0	40.0	Yes	Yes
African American	166	100.0	40.4	46.6	12.4	0.6	22.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	183	100.0	33.3	48.9	17.2	0.6	29.3		
Disabled	41	97.6	47.5	42.5	7.5	2.5	15.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	224	99.6	36.0	47.7	15.4	0.9	26.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	224	99.6	36.0	47.7	15.4	0.9	26.6		
Socio-Economic Status									
Subsidized meals	193	99.5	38.0	47.3	13.6	1.1	23.4	Yes	Yes
Full-pay meals	31	100.0	23.3	50.0	26.7	0.0	46.7		

Mathematics – State Performance Objective = 36.7%									
All Students	224	99.6	41.6	47.7	8.9	1.9	24.3	Yes	Yes
Gender									
Male	112	100.0	45.5	44.5	8.2	1.8	20.9		
Female	112	99.1	37.5	51.0	9.6	1.9	27.9		
Racial/Ethnic Group									
White	55	98.2	28.0	54.0	14.0	4.0	38.0	Yes	Yes
African American	166	100.0	46.6	44.7	7.5	1.2	19.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	183	100.0	35.1	53.4	10.3	1.1	27.6		
Disabled	41	97.6	70.0	22.5	2.5	5.0	10.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	224	99.6	41.6	47.7	8.9	1.9	24.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	224	99.6	41.6	47.7	8.9	1.9	24.3		
Socio-Economic Status									
Subsidized meals	193	99.5	44.0	46.7	7.6	1.6	21.2	Yes	Yes
Full-pay meals	31	100.0	26.7	53.3	16.7	3.3	43.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	224	99.6	63.1	27.6	7.0	2.3	9.3
Gender							
Male	112	100.0	64.5	28.2	3.6	3.6	7.3
Female	112	99.1	61.5	26.9	10.6	1.0	11.5
Racial/Ethnic Group							
White	55	98.2	46.0	32.0	18.0	4.0	22.0
African American	166	100.0	69.6	25.5	3.1	1.9	5.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	183	100.0	57.5	31.0	8.6	2.9	11.5
Disabled	41	97.6	87.5	12.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	224	99.6	63.1	27.6	7.0	2.3	9.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	224	99.6	63.1	27.6	7.0	2.3	9.3
Socio-Economic Status							
Subsidized meals	193	99.5	65.8	26.6	5.4	2.2	7.6
Full-pay meals	31	100.0	46.7	33.3	16.7	3.3	20.0

Social Studies							
All Students	224	99.6	55.6	39.7	3.7	0.9	4.7
Gender							
Male	112	100.0	60.0	34.5	4.5	0.9	5.5
Female	112	99.1	51.0	45.2	2.9	1.0	3.8
Racial/Ethnic Group							
White	55	98.2	38.0	50.0	8.0	4.0	12.0
African American	166	100.0	62.1	35.4	2.5	0.0	2.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	183	100.0	50.0	45.4	3.4	1.1	4.6
Disabled	41	97.6	80.0	15.0	5.0	0.0	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	224	99.6	55.6	39.7	3.7	0.9	4.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	224	99.6	55.6	39.7	3.7	0.9	4.7
Socio-Economic Status							
Subsidized meals	193	99.5	59.2	37.5	3.3	0.0	3.3
Full-pay meals	31	100.0	33.3	53.3	6.7	6.7	13.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	88	98.9	27.4	39.3	31.0	2.4	33.3
	4	69	100.0	35.3	52.9	11.8	N/A	11.8
	5	88	98.9	39.3	50.0	9.5	1.2	10.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	67	100.0	28.6	47.6	22.2	1.6	23.8
	4	80	100.0	39.2	45.9	14.9	0.0	14.9
	5	77	98.7	40.6	47.8	11.6	0.0	11.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	88	100.0	30.6	61.2	8.2	N/A	8.2
	4	69	100.0	45.6	47.1	7.4	N/A	7.4
	5	88	98.9	33.3	53.6	7.1	6.0	13.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	67	100.0	38.1	55.6	6.3	0.0	6.3
	4	80	100.0	52.7	33.8	13.5	0.0	13.5
	5	77	98.7	33.3	58.0	5.8	2.9	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	67	100.0	61.9	27.0	11.1	0.0	11.1
	4	80	100.0	68.9	27.0	4.1	0.0	4.1
	5	77	98.7	59.4	26.1	7.2	7.2	14.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	67	100.0	49.2	41.3	6.3	3.2	9.5
	4	80	100.0	58.1	41.9	0.0	0.0	0.0
	5	77	98.7	59.4	37.7	2.9	0.0	2.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 430)				
First graders who attended full-day kindergarten	98.5%	Up from 54.9%	100.0%	100.0%
Retention rate	7.2%	Up from 5.9%	3.9%	3.0%
Attendance rate	95.5%	Up from 95.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%	Down from 4.9%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 4.9%	5.4%	3.2%
Eligible for gifted and talented	5.6%	Up from 5.2%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Up from 6.5%	8.1%	8.2%
Older than usual for grade	2.8%	Up from 2.6%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	21.9%	Down from 33.3%	50.6%	52.6%
Continuing contract teachers	84.4%	Up from 75.8%	76.4%	83.3%
Highly qualified teachers	90.3%	Down from 100.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	7.7%	Up from 3.7%	2.5%	0.0%
Teachers returning from previous year	N/A	N/A	83.4%	87.0%
Teacher attendance rate	94.6%	Up from 92.7%	94.9%	95.0%
Average teacher salary	\$35,993	Down 0.1%	\$40,422	\$41,703
Prof. development days/teacher	8.7 days	Down from 13.3 days	13.5 days	12.8 days
School				
Principal's years at school	1.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 14.9 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.0%	Up from 87.2%	88.8%	89.8%
Dollars spent per pupil*	\$5,448	Down 11.1%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	68.1%	Up from 59.5%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	85.1%	Down from 99.4%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	Up from Unsatisfactory	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	100.0%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hendersonville Elementary School, located seven miles south of Walterboro, serves a student body of approximately four hundred eighty students in grades pre-kindergarten through grade five. Over eighty-five percent of our students qualify for free/reduced lunch.

Hendersonville Elementary School received the Palmetto Silver Award for test score improvement. The school was presented a certificate, flag, and \$2,150.00 for this achievement. Student attendance was the cause for the school not meeting AYP (adequate yearly progress) as required by NCLB (No Child Left Behind). The Academic Committee at the school initiated incentives for perfect attendance in order to improve this area. Parents can help by insuring that their children attend school except in cases of illness.

Technology at the school was upgraded so that the computer lab has computers that support the software in use. The library has ten computers for student and teacher use. Each classroom has one upgraded computer. It is hoped that more classroom computers can be added to enhance instruction.

The Library Media Center promoted the Accelerated Reader program which encourages students to read books and then take computer generated tests. Interim goals were established by the librarian and her assistant. Students achieving their goals were recognized with treats throughout the year. At the end of the year an ice cream party was held for students meeting yearly goals.

The school was fortunate to have the services of a science coach to assist teachers in improving their science instruction. The science coach will serve Hendersonville Elementary for a three year period. During the 2004-05 school year teachers focused on better utilization of the science kits and note booking with the assistance of the science coach.

To enhance the school environment a beautiful, original mural was painted at the front entrance. The scene contains several symbols for South Carolina such as the state bird and flower. Also added to the front foyer and library were several storybook characters. The mural and characters have helped to create a child-friendly feeling when visitors enter the building.

Faculty and staff participated in the writing of the five year strategic plan. Committees were formed to investigate and develop goals for the three major areas in the strategic plan: student achievement; teacher quality, school climate. The plan was formulated to support the district strategic plan which was also written this year. It is expected that Hendersonville Elementary will continue to improve student achievement, teacher quality, and school climate with the implementation of the strategic plan.

Nancy Carter, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	67	28
Percent satisfied with learning environment	96.7%	95.3%	96.3%
Percent satisfied with social and physical environment	93.3%	93.8%	85.7%
Percent satisfied with school-home relations	63.3%	92.2%	78.6%

*Only students at the highest elementary school grade level at this school and their parents were included.